

GOLD HILL MIDDLE

1025 Dave Gibson Blvd.
Fort Mill, SC 29715

GRADES 6-8 Middle School

ENROLLMENT 804 Students

PRINCIPAL Keith Griffin 803-548-8300

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

3

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

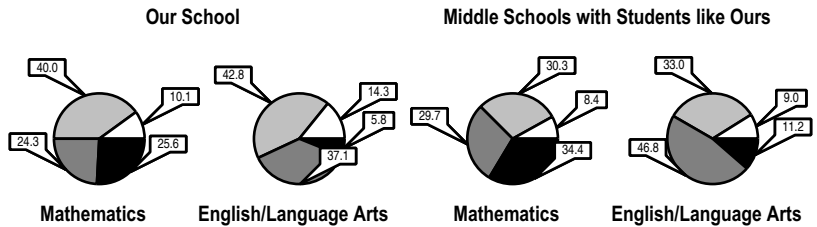
FOR MORE INFORMATION, VISIT WEBSITES AT:




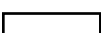
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	263	211
Percent satisfied with learning environment	100.0%	83.2%	88.7%
Percent satisfied with social and physical environment	97.8%	82.3%	74.8%
Percent satisfied with home-school relations	100.0%	87.0%	86.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	818	99.8	14.3	42.8	37.1	5.8	42.9	17.6
Gender								
Male	420	99.8	18.0	45.0	33.7	3.3	37.0	17.6
Female	398	99.7	10.5	40.6	40.6	8.4	49.0	17.6
Racial/Ethnic Group								
White	730	99.7	13.0	42.7	38.2	6.2	44.4	17.6
African-American	44	100.0	30.0	47.5	20.0	2.5	22.5	17.6
Asian/Pacific Islander	23	100.0	4.5	45.5	50.0	N/A	50.0	17.6
Hispanic	18	100.0	46.7	33.3	13.3	6.7	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	777	99.7	11.5	43.9	38.5	6.1	44.6	17.6
Disabled	41	100.0	68.4	21.1	10.5	N/A	10.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	818	99.8	14.3	42.8	37.1	5.8	42.9	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	813	99.8	13.8	43.0	37.3	5.9	43.2	17.6
Socio-Economic Status								
Subsidized meals	51	100.0	45.7	34.8	19.6	N/A	19.6	17.6
Full-pay meals	767	99.7	12.3	43.3	38.2	6.2	44.4	17.6

Mathematics								
All students	818	100.0	10.1	40.0	24.3	25.6	49.9	15.5
Gender								
Male	420	100.0	10.3	34.9	25.4	29.5	54.9	15.5
Female	398	100.0	9.9	45.2	23.2	21.7	44.9	15.5
Racial/Ethnic Group								
White	730	100.0	8.6	39.4	25.4	26.6	52.0	15.5
African-American	44	100.0	30.0	47.5	12.5	10.0	22.5	15.5
Asian/Pacific Islander	23	100.0	N/A	50.0	13.6	36.4	50.0	15.5
Hispanic	18	100.0	40.0	33.3	20.0	6.7	26.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	777	100.0	7.9	40.3	25.4	26.4	51.8	15.5
Disabled	41	100.0	52.6	34.2	2.6	10.5	13.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	818	100.0	10.1	40.0	24.3	25.6	49.9	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	813	100.0	9.6	40.2	24.4	25.7	50.2	15.5
Socio-Economic Status								
Subsidized meals	51	100.0	37.0	41.3	15.2	6.5	21.7	15.5
Full-pay meals	767	100.0	8.4	39.9	24.9	26.8	51.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	252	N/A	13.1	29.5	43.8	13.5	57.4
	Grade 7	242	N/A	7.1	41.1	45.2	6.6	51.9
	Grade 8	220	N/A	5.9	39.3	40.2	14.6	54.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	264	100.0	17.5	32.3	40.6	9.6	50.2
	Grade 7	279	99.6	11.7	45.1	39.8	3.4	43.2
	Grade 8	275	99.6	13.7	50.8	30.9	4.7	35.5
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	252	N/A	7.6	36.7	33.1	22.7	55.8
	Grade 7	242	N/A	17.0	29.5	24.5	29.0	53.5
	Grade 8	220	N/A	12.8	34.7	23.3	29.2	52.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	264	100.0	10.8	31.1	29.9	28.3	58.2
	Grade 7	279	100.0	12.8	39.2	18.5	29.4	47.9
	Grade 8	275	100.0	6.6	49.4	24.9	19.1	44.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 804)				
Students enrolled in high school credit courses (grades 7 & 8)	20.6%	Down from 21.5%	73.6%	14.4%
Retention rate	0.4%	Down from 0.5%	1.3%	2.3%
Attendance rate	98.2%	Down from 98.7%	96.9%	95.2%
Eligible for gifted and talented	43.9%	Down from 44.1%	43.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.1%	Up from 3.6%	4.1%	14.1%
Older than usual for grade	1.1%	Up from 0.5%	1.2%	4.9%
Suspended or expelled	0.4%	Down from 0.8%	0.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	45.8%	Down from 47.8%	53.8%	47.1%
Continuing contract teachers	87.5%	Up from 80.4%	87.5%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.3%	Down from 94.1%	89.8%	84.3%
Teacher attendance rate	96.5%	Up from 95.3%	95.0%	95.0%
Average teacher salary	\$38,680	Up 3.2%	\$41,708	\$39,924
Prof. development days/teacher	12.7 days	Up from 11.4 days	12.3 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	24.1 to 1	Up from 11.0 to 1	21.1 to 1	21.0 to 1
Prime instructional time	93.1%	Up from 91.9%	90.7%	88.9%
Dollars spent per pupil*	\$4,817	Down 3.0%	\$6,229	\$5,854
Percent spent on teacher salaries*	63.7%	Up from 62.7%	63.7%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	94.3%	Up from 87.5%	98.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Tremendous growth is taking place at GHMS. Our enrollment increased from 746 students to 819 students from the beginning of the 2001-2002 school year to the end of this school year. We were able to move into our new wing mid-way through the year. In order to continue to provide an excellent learning environment that supports our focus on critical thinking and technology, the new wing included new computer and science labs. In addition, we now have a dedicated foreign language classroom and expanded band room. Two new teachers were hired, but the number of students in our classrooms continues to increase due to insufficient state funding for our budget.

We continue to compare our performance against established standards to ensure the quality of our education system by achieving: the Palmetto Gold Award for excellence on the school report card; the A+ Palmetto Pride Clean Campus Award; an increase in students scoring Advanced on all areas of the PACT test while decreasing the number of students scoring Below Basic; becoming a PTA National Parent Involvement School of Commitment award winner, one of 36 nationally recognized.

Our teachers have worked hard to improve themselves as professionals. Seven are currently nationally certified and another four are in the program. Twenty-seven of our teachers have Master's degrees. The teachers combine learning and the community by putting on special events to include our International Festival, Career Fair, Science Fair and Black History Program.

Our students are offered many opportunities to achieve in academics, band and sports. These student achievements include: Spelling Bee District winner; Geography Bee state competitor; Southern Sampler Best Middle School Student Entry with eleven GHMS students selected for entries; band honors at regional, state, and Orlando included superior ratings at the All-Star Music Festival and the SC Concert Band Festival; 23 students were selected to the All-Region and All-State Bands; 49 Junior Scholars; and a successful Academic Team season.

Parent involvement is supported and encouraged. A school-wide communication plan was implemented that required every teacher team to have a weekly communication process with parents. The PTA added a board position for parent education in order to provide parent education workshops on topics such as ADD/ADHD, Internet safety, dress code and adolescence.

GHMS students are involved with service projects in the community. Service learning projects included Pennies for Patients (GHMS was #1 in the state), Love-in-a-Box, which supplies necessities to children in Haiti, Angel Tree hardship gifts at Christmas, recycling, and Walk for Diabetes and Arthritis. The Student Council supplied a bulletproof vest for a York County Sheriff Deputy's dog.

Gold Hill Middle has outstanding students, parents and staff. We work very hard to provide an environment which is conducive to learning in all areas for students.

Keith Griffin, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.